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Section 2. Program [illegible]
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Section 3. Program [illegible]

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Section 4. Program [illegible]

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Section 5. Program [illegible]

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Section 6. Program [illegible]

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Section 7. Program [illegible]

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Theory of Play.

L. Creighton.

Boys and Girls should be separated for their physical activities -

Why -

1. Because the physical structure of a girls body will not allow for the roughness, strength and endurance used in boys games.
2. Some of the activities of boys are not worthy of imitation for girls.
3. Girls would rather play for fun and enjoyment while boys play for the real spirit.
4. Girls play for pleasure while boys play to achieve a high position in the athletic world.

When -

1. Girls should be separated from boys at the age of thirteen for physical activities.
2. Boys at the age of fifteen.

In What Cases

1. Boys and girls should be separated for such games as baseball, soccer, boys basketball and hockey.

Boys and Girls should take part
in physical activities to-gether—

Why.

1. Girls playing with boys gives them the sense to play fair and enables them to be able to "take it".
2. Both sexes' bodies are suited for the same physical strain and their interest in games are the same.
3. So there will be a happy medium between both sexes for any social activities.

When—

1. Girls eight to thirteen and from sixteen to eighteen.
2. Boys from eight to fifteen and from seventeen or eighteen onwards.

Girls should be active together all the way through

In What Cases

1. Boys and Girls play to-gether for out-door games as tennis, golf, etc., and "kick-the-can", "prisoner's base", "hide-and-go-seek".

Theory of Play.

L. Creighton.

II. (A) An attitude is what one wants to do himself.

(B) Character depends on how one produces his attitudes. - you have one attitude.

(C) Play activity can contribute to the building of a good citizen because a person learns right from wrong, sportsmanship, how to make decisions and to co-operate with others.

Also develops because time accounting, health, leadership.

III. Individual Physical Activities.

1. Roller-skating.

2. Climbing trees.

3. Skipping.

4. Jumping.

The 6-9 Betty is individualistic, she likes to do these activities by herself so she can make mistakes and correct them herself, and is able to do them perfectly before she competes with anyone else.

B. Group Games.

1. Slap Jack.

2. Pom, Pom Pullaway.

3. Cat and Mouse.

4. Blind Man's Buff.

Betty at the age 6-9 likes to be "it". The winner or champion of games and likes to show-off that is why group games appeal to her.

IV Qualifications an activity must have for health of child:-

1. Must be spontaneous ✓
2. " " joyous ✓
3. " " rigorous ✓

Planned for the particular age.
Participation rather than enlisting
Command with rather than for
the child

V Values of a balanced program.

1. Leads to further interest.
2. More healthful.
3. Includes everyone.
4. Skills -

hobbies

9. Vocations

Satisfaction - personal development
self-direction

Leadership

Social Integration

Mental & emotional stability

Organization and Administration of Playgrounds and Recreation.

Chapter II The City Creates Problems.

Opportunities for activities cut down:
Purchased toys and playthings have re-
placed the natural playthings of the farm.

Values are in participation. The
value of activities is only in the
doing never in the witnessing. The
threshing and picnic days are gone -
the child actually participated
in these activities. The cutting
down of the wholesome type of
activities and the increased number
of unwholesome activities in cities
have thrown upon the community
a tremendous burden which is not
being carried.

Commercial recreation: I do not want
to claim that all commercial rec is bad -
The objection to this is that it emphasizes
the place of the spectator and minimizes
the place of the participant. Here are the
activities everybody wants - activities
which have been the heritage of the
race - activities which have produced
the heroes of the world - and they say
"A dollar apiece" to each one.

The Police Dept. statistics of N. Y. C.
show that in one mon. of this yr. 42 children were
killed playing in the st. and that 1,124 were injured.

Chapter III Meeting the New Demands.

The changing school: The fight in the last 25 yrs. has been merely to push public schools ed. up to a higher limit.

The Park: The park was originally interested in landscaping and formal gardens - Instead of attracting women & children to them to enjoy their beauty, the parks attracted loafers who occupied the benches - at a recent convention of park supts. one hears more references to recreational activities than to landscaping features. Parks were called the "play grounds of the people."

4 distinct stages may be noted in the development of the playground movement.

I The Charity Stage - 1st playgrounds were for children of poor.

II The Park Stage - parks weren't properly located. Many supts. were dominated with the idea that activities would destroy the parks.

III Playground & recreation Commission stage - No clerk could be kept upon what per cent of the children were using the playground. Summer playgrounds are open on full time.

IV The School stage - With the new inteputation that is being placed on Phy. ed., the school is able to assume the respon. & the full out-of-school play time of the children.

Problems:

1. Space
2. Streets not safe.
3. Working conditions.
4. Spectator - Commercial.
5. Lack of equipment.
6. Absence of open spaces (natural surroundings)
7. Unwholesome activities.
8. Financial.
9. Shortage of leadership.
10. Travel.
11. Living conditions.

Commercialization of Activity.

Clothing.

Attitude Towards Activity.

1. Organization.

Y. M.

Y. W.

Church.

Playground assoc.

C. G. I. T. etc.

Clubs - Service.

Community Leagues.

Charity Organ.

Womens.

Local Councils.

Play is not idleness nor recreation.
Play is carried on thru childhood to adulthood.
Play is created - Recreation is recreated.
Play is not amusement.
(Applied with form on) Amusement in higher

level is entertainment. Entertainment contains an element of appreciation. Many entertainment leads to further interest.

Play & Physical Education is practically the same. If there is play in ed. then there is an inner interest rather than force.

Play and life. Play is a life interest. Most concordant interest is in youth. Play attitude should be apparent in work as well as recreation.

Objectives.

Immediate

Intermediate

Remote.

The mediate objectives represent present activities the child is interested in.

Teacher has remote objectives and child is unconscious of it.

Immediate
Intermediate
Activities

Intermediate
Habits, attitudes, skills.

Remote
Character, - citizenship.
Health.
Leisure Time.

Child's level of interest.

Question of choice of Activities. Some lead on to other. Thus desirable kind. Basis: According to child's interest, social experience.

Activity must be:-

Intrinsic, rather than extrinsic.

Must provide participation rather than on-looker.

Planned with rather than for.